

National Implementation Report

(As submitted by: Malta)

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development Phase III: 2011–2015

The following report is submitted on behalf of the Government of **MALTA** in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible for submitting the report:

Signature:

Date:

Full name of the institution: Ministry for Education & Employment

Postal address: Great Siege Road Floriana

Telephone:

E-mail:

Website:

Contact officer for national report (if different from above):

Ms Desiree Scicluna Bugeja

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

There was no public consultation for the compilation of the questionnaire. The report was prepared from documents available and research results.

Governmental institutions (please specify) Ministry for Sustainable Development, the Environment and Climate Change

Stakeholders: _____

NGOs (please specify) _____

Academia (please specify) University of Malta, Centre of Environmental Education and Research (CEER)

Business (please specify) _____

Other (please specify) _____

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

National education authorities and policy makers have increasingly acknowledged the role of ESD as part of holistic education programme/s promoting sustainable citizenship, lifestyles and communities. Although most of the ESD activities occurring are still sporadic and mainly initiated at grassroots level, there is mounting commitment by the authorities, not just to support them, but to co-ordinate them through clear national policies..

In the formal sector, the official recognition of ESD as a cross-curricular theme in the 2012 National Curriculum Framework, is a major step forward in reorienting education towards empowering students through adequate awareness, knowledge, skills, attitudes and competences to sustainable pathways. Although the Ministry for Education and Employment is the central policy making institution, its decentralisation approach provides schools/institutions adequate autonomy and flexibility to develop their contextualised ESD programmes.

- the development of clear curricular guidelines for the implementation of ESD across the curriculum;
- the establishment of a formal structure responsible for the coordination of ESD implementation in educational institutions; and
- the provision of dedicated financial support to ESD curricular and training initiatives.

ESD initiatives in the non-formal and informal sectors are still very sporadic characterised by ad hoc campaigns (reflecting some emergent national need) aimed purely at communicating environmental information rather than behavioural change towards sustainability.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>In Malta, ESD initiatives have been a regular occurrence at grassroots level. However, ESD is noticeably lacking an infrastructure that would support and co-ordinate these initiatives.</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Not available in Maltese (national language) but available in English (one of the official languages).
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	MEDE – Ministry of Education & Employment
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	A NCESD (National Council for Education Sustainable Development) will be set up shortly, to facilitate the implementation of of the UNECE ESD strategy. The NCESD will include representatives from MEDE (Ministry for Education and Employment), MSDEC (Ministry for Sustainable Development, Environment and Climate Change) and CEER (Centre for Environmental Education & Research) of the University of Malta.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	However, an interdisciplinary team of experts was set up in July 2013 with the remit of initiating a public consultation process that will give rise to the National ESD Strategy. The team was set up jointly by MEDE, MSDEC and CEER.
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Since its official set up in 2004, CEER has acted as the main ESD agency in Malta by (a) co-ordinating ESD initiatives; (b) promoting and conducting research in ESD; (c) making scientific and technological research results more accessible to the public; and (d) facilitating resource transfer and capacity building in Malta and the Euro-Med region. CEER's initiatives have always reflected ESD principles as highlighted by UN processes.

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

² For countries with a federal government structure, all references to “national” apply to “State”, as appropriate. In this context, “data at the national level” means aggregated data received from sub-State entities.

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD																																	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?																																
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • Waste Management Plan for the Maltese Islands (2014-2020) • National Curriculum Framework (2012) • Sustainable Development Act (2012) • Malta's National Biodiversity Strategy and Action Plan (2012-2020) • National Environment Policy (2012) • National Climate Change Adaptation Strategy (2012) • Environment and Development Planning Act (2010) • National Strategy for Policy and Abatement Measures Relating to the Reduction of Greenhouse Gas Emissions (2008) • Sustainable Development Strategy for the Maltese Islands (2007-2016) • Environmental Protection Act (2001) • Other sectoral environmental policy documents include an educational/awareness component. 																																
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																																
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td>✓</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td>✓</td> </tr> </tbody> </table>	ISCED levels	(a)	(b)	Yes	Yes	0. Early childhood education			1. Primary education	✓	✓	2. Lower secondary education	✓	✓	3. Upper secondary education	✓	✓	4. Post secondary non-tertiary education		✓	5. Short-cycle tertiary education			6. Bachelor's or equivalent level		✓	7. Master's or equivalent level		✓	8. Doctoral or equivalent level		✓
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⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • Waste Management Plan for the Maltese Islands (2014-2020) • Towards High Standards for Environment Protection and Resource Management (Consultation Document March 2014) • Malta's National Biodiversity Strategy and Action Plan (2012-2020) • National Environment Policy (2012) • National Climate Change Adaptation Strategy (2012) • Sustainable Development Act (2012) • Environment and Development Planning Act (2010) • National Strategy for Policy and Abatement Measures Relating to the Reduction of Greenhouse Gas Emissions (2008) • Sustainable Development Strategy for the Maltese Islands (2007-2016) • Environmental Protection Act (2001) • Other sectoral environmental policy documents include an educational/awareness component.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Public awareness related to ESD is addressed in the following documents:</p> <ul style="list-style-type: none"> • Waste Management Plan for the Maltese Islands (2014-2020) • Towards High Standards for Environment Protection and Resource Management (Consultation Document March 2014) • Malta's National Biodiversity Strategy and Action Plan (2012-2020) • National Environment Policy (2012) • National Climate Change Adaptation Strategy (2012) • Sustainable Development Act (2012) • Environment and Development Planning Act (2010) • National Strategy for Policy and Abatement Measures Relating to the Reduction of Greenhouse Gas Emissions (2008) • Sustainable Development Strategy for the Maltese Islands (2007-2016) • Malta National Report (submitted for the Johannesburg World Summit on Sustainable Development) (2002) • Environmental Protection Act (2001) • Other sectoral environmental policy documents include an educational/awareness component
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CEER was specifically set up by the MEDE and MSDEC to co-ordinate ESD initiatives. The setting up of the NCESD will formalise this already available cooperation.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷

⁶ Between State bodies.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	As outlined above, CEER caters for this multi-stakeholder cooperation on ESD. Formalising this through the setting up of the NCESD is the next logical step.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	A specific fund has been allocated from National Budget for the development of the National ESD Strategy. The MEDE sponsors the services of twelve ESD support teachers.
Indicator 1.3	National policies support synergies between processes related to sustainable development (SD) and ESD
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	A Sustainable Development Strategy for the Maltese Islands 2007-2016 – Section 3.3.3 specifically designated to ESD.
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<p><i>Which actions/initiatives have been particularly successful and why?</i></p> <p>The inclusion of ESD in the National Curriculum Framework and the subsequent compilation of ESD learning outcomes as part of the Learning Outcomes Framework project has provided official recognition of the importance of ESD. The initiation of the process leading to the development of the National ESD Strategy is another considerable development for the implementation of ESD across different educational sectors ... and will be addressing a long felt need expressed in the various national strategies/plans.</p> <p><i>What challenges did your country encounter when implementing this objective?</i></p> <p>Government is very supportive of ESD initiatives. The major challenge remains in convincing other stakeholders that ESD goes beyond dissemination of ‘environmental’ information. It involves a participatory methodology that empowers learners to think critically, identify alternative scenarios and actively engage in decision making that promotes a change in behaviour.</p> <p><i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>Most ground breaking ESD initiatives have been taken within the formal education sector ... as it is the most receptive to such programmes. Consolidating these achievements and extending the action to the other sectors necessitates the setting up of the NCESD. This will also provide a national ESD think tank and focal point ensuring Malta’s participation in international ESD fora.</p>

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

Issue 2. Promote SD through formal, non-formal and informal learning													
<i>Examples of initiatives related to ESD are available in all sectors. However, to date there is no common national strategic approach that would target SD issues in a holistic manner. Consequently some overlap exists.</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>No formal complete curriculum audit has yet been done to provide an exact picture of the situation. The data provided is an estimate based on a random sample of subject syllabi and course programmes.</p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>Not available yet for compulsory schooling. However, ESD experts have been selected to design and compile the learning outcomes for ESD across primary and secondary schooling as part of the Learning Outcomes Framework (LOF) project which is expected to be finalised by October 2015.</p> <p>For tertiary education, Learning Outcomes are available for every study unit.</p> <p>The rating below is indicative of the situation for ISCED levels 6, 7 and 8 only.</p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?																																																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The NCF (2012) promotes a learner centred approach to learning and teaching requiring active and personalised learning that is relevant, meaningful and purposeful.</p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="974 379 1572 486"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p>No data is available for the non-formal education sector.</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																																															
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Indicator 2.2 Strategies to implement ESD are clearly identified																																																												
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project? ¹³ ; (e) other approaches?																																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="788 751 1751 1273"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education		✓		✓		1. Primary education	✓	✓		✓		2. Lower secondary education	✓	✓		✓		3. Upper secondary education	✓	✓		✓		4. Post-secondary non-tertiary education	✓					5. Short-cycle tertiary education	✓		✓			6. Bachelor's or equivalent level	✓		✓			7. Master's or equivalent level	✓		✓		
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¹¹ Idem.

¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

	Malta participates in FEE's (Foundation for Environmental Education) Eco-Schools programme (locally called EkoSkola) that promotes ESD in schools through a whole institution participatory approach based on EMAS / ISO 14001. Schools achieving internationally set quality criteria receive the Green Flag – a prestigious eco-label. A whole section of these criteria focuses specifically on the integration of ESD themes within the curriculum. Currently 59% of the country's total number of schools participate in the programme.																				
Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted																					
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>There are no national guidelines / requirements for whole-institution approaches to SD/ESD. However, schools participating in the EkoSkola implement the programme through a whole school approach.</p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p> <table border="1" data-bbox="981 639 1563 1061"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>A number of ESD programmes/projects running in primary and secondary/post secondary schools/institutions provide specific award schemes. Indeed the Eko Skola programme has the Green Flag award (a benchmark international award presented in recognition of steps taken towards making the school increasingly eco-friendly); LEAF (Learning About Forests) awards are presented to schools committed towards tree conservation; YRE (Young Reporters for the Environment) present national and international awards to students for best articles, videos and photos; Dinja Wahda project in primary schools provide specific awards namely the Gold, Silver and Bronze awards to schools adopting ESD in effective ways according to the Action Guide presented as part of the project. In all award schemes, the level of work presented is adjudicated by professionals in the field of ESD according to set criteria.</p> <p>The Eko Skola programme provides adequate guidelines to schools to facilitate the implementation of the seven-step process. The information is available on-line(http://www.ekoskola.org.mt/). Furthermore a team of support teachers affiliated to the Eko Skola project sponsored by MEDE, visit schools regularly to support teachers and eco-school committees in implementing the action plan devised at a school level.</p> <p>The LEAF project provides teachers/schools adequate useful information, lesson plans, web links, contacts of local professionals in various related areas, practical help, relevant book references and other varied material to facilitate project activities. The information is available on-line (www.leafmalta.org). Similar project-related resources are available for teachers/students interested to participate in the YRE project (www.yremalta.org).</p> <p>Likewise, an Action Guidebook (http://www.birdlifemalta.org/Content/teachers/dinja_wahda/AboutDinjaWahda/1059/#.U9dZhOOSyfs) is available for teachers participating in the Dinja Wahda project. This provides 30 green activities for primary schools. Every primary school class is given an Action Guide. Teachers are free to choose the activities they would like to carry out with students during the scholastic year. The guidebook describes each activity in easy-to-follow, step-by-step instructions and contains a number of appendices to provide background information. For each activity carried out, a school is awarded points. At the end of the year schools have the possibility of winning a gold, silver, bronze or merit award based on conducted activities. A support teacher affiliated to the Dinja Wahda project sponsored by MEDE, visits schools regularly to facilitate the process involved.</p> <p>The Eco Gozo project also provides a teacher's resource pack with a range of lesson plans related to specific environmental topics. The resource pack has been distributed as a hard copy in schools and is also available online (http://www.eco-gozo.com/index.php?option=com_phocadownload&view=category&id=24%3Aschool-resources&lang=en). A support teacher affiliated to the Eco Gozo project, sponsored by MEDE, visits schools in Gozo to support teachers/schools in their initiatives. In addition the Xewkija hands-on Farming Programme (in Gozo), provides the services of two support teachers that organise site visits for teachers/students at primary and secondary level. The website related to the centre (http://hof.skola.edu.mt/notes.html) also offers information and handouts that can be used in class or during the site visit to</p>

complement the teaching/learning experience.

A number of schools (possibly in collaboration with eNGOs) also apply for EU funds related to COMENIUS / ERASMUS projects.

Students interested in furthering their studies by pursuing specific ESD/SD related courses at Masters or Doctoral level can apply for grants through scholarship schemes available to students namely Master it! Scholarship scheme..

Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.

ISCED levels 2011	<i>Yes</i>
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).

No official national database related to this sector is available. However, Nature Trust (Malta) – a local eNGO (responsible for the running of the EkoSkola programme – has extended the EkoSkola process to organisations within the non-formal sector under the aegis of the EkoCentri programme. The programme was launched two years ago and two centres (a scout group and a youth group) have reached the required standards.

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Specific SD/ESD indicators are compiled within the action plan/s compiled by <i>EkoSkola</i> Committees of participating schools.</p> <table border="1" data-bbox="981 316 1563 730"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table> <p><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 826 1563 1241"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table> <p>No official national database is available.</p>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The Department for Quality Assurance (QAD) within the Directorate for Quality and Standards in Education (DQSE) conducts evaluation and external audit of every school to ensure that the curriculum is being followed, that good practices are being promoted, that the quality in and the coordination of each part and at every level of the educational system are ensured; that students are achieving the set learning targets and necessary skills.</p> <p>Tertiary education institutions have internal and external methods to ensure quality of their courses.</p> <p>In the absence of national ESD guidelines, ESD is not evaluated by any official quality assurance entity.</p> <p>The Green Flag (of the EkoSkola programme) is awarded after a rigorous quality assessment procedure involving ESD experts external to the school.</p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="875 719 1664 1142"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i></p> <p>No official national database available.</p>	ISCED levels 2011	(a)	(b)	(c)	Yes	Yes	Yes	0. Early childhood education			✓	1. Primary education	✓		✓	2. Lower secondary education	✓		✓	3. Upper secondary education	✓		✓	4. Post-secondary non-tertiary education	✓		✓	5. Short-cycle tertiary education				6. Bachelor's or equivalent level	✓			7. Master's or equivalent level	✓			8. Doctoral or equivalent level	✓		
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7. Master's or equivalent level	✓																																											
8. Doctoral or equivalent level	✓																																											

¹⁶ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice																																					
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Public awareness campaigns/activities/petitions are held by ministries (i.e. MEDE, MSDEC, Ministry for Transport and Infrastructure; Ministry for Tourism) the Malta Environment and Planning Authority (MEPA); eNGOs and Local Councils. CEER organises public lectures, courses and radio/tv programmes on ESD/SD themes.																																				
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Within the Vocational Education and Training sector, specific courses related to green jobs provide an apprenticeship experience in related companies to students. In Government ministries, a Green Focal Points were appointed and provided training to promote environmental awareness and sustainable work approaches namely the introduction of a separation system for recycling paper, the collection of printer cartridges and an energy audit. The Programme Implementation Directorate is directly responsible for ensuring that green initiatives are undertaken by all the line departments within each Ministry. In view of this, a Green Leader is appropriately deployed within each ministry. The Green Leader regularly maintains contact with the various Green Focal points deployed within the line departments, keeping them updated with any developments, liaising with them on areas of related interest and issuing instructions accordingly. HSBC Malta provides training for interested employees. These employees take the role of <i>HSBC Malta Climate Champions</i> who undertake a number of initiatives, such as regular clean-ups of natural heritage spots, awareness campaigns seminars (such as <i>Banking on Survival</i>) and lectures on local environmental realities. CEER provides training seminars about permaculture																																				
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CEER regularly conducts research in this field.																																				
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷																																					
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1"> <thead> <tr> <th colspan="6">(a) According to the UNECE Strategy on ESD</th> <th colspan="6">(b) According to the UN DESD</th> </tr> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	(a) According to the UNECE Strategy on ESD						(b) According to the UN DESD						A	B	C	D	E	F	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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¹⁷ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

Concluding remarks on issue 2	Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning
	<p>Please address in particular the following questions:</p> <ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? <p>It is very difficult to assess whether an initiative was successful or not, because these initiatives are rarely (if ever) evaluated.</p> <ul style="list-style-type: none"> – What challenges did your country encounter when implementing this objective? <p>Efforts undertaken by the different stakeholders lack the infrastructure for a coordinated, integrative approach. The major issue here is the predominant culture that values working in isolation and sees collaboration as a waste of time.</p> <ul style="list-style-type: none"> – Which other considerations have to be taken into account in future ESD implementation concerning this objective? <p>The other issue is essentially a conceptual one. For most stakeholders, environmental concerns are equivalent to SD thus disregarding social and economic perspectives in their work. Also their notion of education is defined by just the transmission of environmental information ... lacking methodologies that develop critical reflection.</p>
Issue 3.	Equip educators with the competence to include SD in their teaching
	Pre-service teachers follow specific voluntary and compulsory study units related to ESD. Established teachers are offered courses related to ESD, frequently linked to specific ESD projects/activities. Participation is on a voluntary basis. Organisation of such courses is sporadic in nature.
Indicator 3.1	ESD is included in the training¹⁸ of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Faculty of Education (University of Malta) is the sole teacher training institution in the country. CEER (through the Faculty) offers mandatory and optional study units in ESD as part of the undergraduate B.Ed (Hons) for students to become early childhood, primary and secondary school teachers
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Such in-service training is sporadic in nature and focuses on pedagogical issues and/or content matter. Such ESD in-service courses are offered as part of the support provided to schools participating in the EkoSkola and/or Dinja Wahda programme No official national data is available for the compilation of appendix III. However, a rough (but safe) estimation of individuals receiving formal training in ESD would be: Initial: 70%; In-Service: 40%; Leaders/administrators: 10%
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?

¹⁸ ESD is addressed by content and/or by methodology.

¹⁹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²⁰ For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	No specific training is provided. However some members of the Senior Management Team in schools attend ESD courses on a voluntary basis in relation to ESD programmes running in their schools. A one-off training opportunity on Intercultural and Environmental Management of Schools was offered to 20 local school leaders/administrators through the EU funded 3 EMI project. The training was coordinated by CEER.
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CEER supports researchers/educators interested in the field of ESD. The EkoSkola school network and the Dinja Wahda network.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The EkoSkola school network is supported principally by the provision of support teachers by MEDE. Moreover, it is further supported by MSDEC, the Ministry for Gozo and WasteServ (Malta). CEER is supported by the University of Malta.
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i>
	<p>– <i>Which actions/initiatives have been particularly successful and why?</i> The recent introduction of ESD as a cross-curricular theme within the NCF and the positive outcomes of ESD-related school projects have generated further interest in ESD and consequently a need for training. A number of teachers/school administrators have voluntarily furthered their studies in the field of ESD.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> Since ESD was (up to a couple of years) not mandatory in the curriculum, training of teachers/school management team in ESD was insufficiently addressed and developed.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> MEDE is shortly issuing a call for the post of Education Officer in ESD. Once appointed, the officer will facilitate the planning, organisation and implementation of INSET ESD training in a coordinated and systematic manner.</p>
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
Although ESD tools and materials have been developed since the 1997 and made available for reference, due to a lack of funds and the fact that ESD was not mandatory, the vast majority of the materials produced were not disseminated on a wide scale.	

²¹ Including assistance through direct funding, in-kind help, political and institutional support.

Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	No such national strategy/mechanism is in place. However: CEER provides the mechanism to promote the development of ESD tools/materials as part of the students' research project/dissertation. ESD tools/materials are also made available through the EkoSkola and Dinja Wahda website.
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Various ministries and entities allocate funds for the development of educational materials related to campaigns they are co-ordinating. However, to date, sustainable development was always packaged mainly as promotion of environmental concerns. Teachers supporting the ESD programmes in schools are also involved in the development of ESD tools/resources. They are sponsored by MEDE.
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The ESD materials/tools/resources produced as part of a course dissertation are piloted in schools (as part of the research methodology).
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="981 220 1563 639"> <thead> <tr> <th data-bbox="981 220 1464 293">ISCED levels 2011²²</th> <th data-bbox="1464 220 1563 293">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 293 1464 336">0. Early childhood education</td> <td data-bbox="1464 293 1563 336">✓</td> </tr> <tr> <td data-bbox="981 336 1464 379">1. Primary education</td> <td data-bbox="1464 336 1563 379">✓</td> </tr> <tr> <td data-bbox="981 379 1464 422">2. Lower secondary education</td> <td data-bbox="1464 379 1563 422">✓</td> </tr> <tr> <td data-bbox="981 422 1464 466">3. Upper secondary education</td> <td data-bbox="1464 422 1563 466">✓</td> </tr> <tr> <td data-bbox="981 466 1464 509">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 466 1563 509">✓</td> </tr> <tr> <td data-bbox="981 509 1464 552">5. Short-cycle tertiary education</td> <td data-bbox="1464 509 1563 552"></td> </tr> <tr> <td data-bbox="981 552 1464 595">6. Bachelor's or equivalent level</td> <td data-bbox="1464 552 1563 595"></td> </tr> <tr> <td data-bbox="981 595 1464 638">7. Master's or equivalent level</td> <td data-bbox="1464 595 1563 638"></td> </tr> <tr> <td data-bbox="981 638 1464 671">8. Doctoral or equivalent level</td> <td data-bbox="1464 638 1563 671"></td> </tr> </tbody> </table>	ISCED levels 2011 ²²	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Indicator 4.3 Teaching tools and materials for ESD are accessible																					
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>There is no official national dissemination strategy.</p> <p>Any information / dissemination is carried out through the relative ESD project websites (namely the EkoSkola and Dinja Wahda portals)... which can be accessed even by schools that are not participating in the programme/s. Furthermore, all schools are invited to an annual seminar organised by Nature Trust. Besides sharing insights from research in ESD, attendees receive information about ESD resources developed and available.</p>																				
Sub-indicator 4.3.2	Is public authority money invested in this activity?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i>																				
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The approved ESD project materials/resources related to EkoSkola, LEAF, YRE Dinja Wahda, Xewkija Hands on Farming and EcoGozo are available on the specific programme/project portals.</p> <p>ESD materials/resources produced as part of a school's participation in a Comenius project are usually accessible on the school portal and the specific project website.</p>																				

²² Education level in accordance with ISCED.

Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<i>Concluding remarks issue 4</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible</i>
	<p>– <i>Which actions/initiatives have been particularly successful and why?</i> The number of individuals and entities recognising the importance of investing in ESD is increasing. This is generating more ESD tools/resources.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> The accessibility of ESD resources/materials is highly lacking. Such resources are often project based and only distributed through the project website. No national database of such resources is developed to date.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> CEER monitors the development of ESD tools/resources – since most of them are developed under its aegis. If funds are available CEER can develop and maintain an on-line database these resources.</p>
Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²³ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁴ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Adequate support (particularly tutoring) for ESD related research is provided by CEER and the Faculty of Education within the University of Malta. MEDE also supports these efforts by authorising pilot research activities (such as interviews, observations, focus groups) in local schools. No financial support is provided.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i>

²³ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁴ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁵ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
<p>(1)</p> <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(2)</p> <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><u>CEER provides postgraduate Masters (i.e. the Masters in Education for Sustainable Development) and Doctorate programmes on ESD.</u> Other faculties / institutes at university offer masters/doctorate programmes in themes related to SD. When students in these programmes opt for a dissertation/research project involving ESD, they are referred to staff at CEER for supervision/guidance.</p> <p>Masters addressing ESD</p> <p>An MSc (Sustainable Development) is offered by the Institute for Climate Change and Sustainable Development.; Master of Science Environmental Design, Master of Spatial Planning offered by the Faculty for the Built Environment; Master of Arts in Human Rights and Democratization offered by the Faculty of Laws; Master of Arts in Ocean Governance under the auspices of the International Masters Programme in collaboration with the International Ocean Institute; Master of Laws in Energy, Environment and Climate Change Law under the auspices of the International Masters Programme offered by the University of Malta, in collaboration with the Institute for Environmental and Energy Law (IEEL) within the University of Leuven; Master of Arts in Islands and Small States Studies offered by Institute of Islands and Small States; Master of Science in Sustainable Energy offered by Institute for Sustainable Energy; Master of Arts in Cultural Sustainability and Tourism offered by the Institute for Tourism, Travel and Culture; Master in Applied Oceanography offered by the Internal Ocean Institute (Malta Operational Centre).</p> <p>Further information related to these courses is available: http://www.um.edu.mt/__data/assets/pdf_file/0009/212697/Prospectus.pdf</p>
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>No specific scholarships for postgraduate ESD research are available. However students wanting pursue a postgraduate course in ESD can apply for funds available through the <i>Master it!</i> Scholarship scheme supported by MEDE.</p>

²⁵ ESD is addressed by substance and/or by approach.

Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁶
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The support currently offered involves the Learning Outcomes Framework – this includes the engagement of local Curriculum Development (ESD) Experts in relation to EU co-funded project ESF 1.228 ‘Design of Learning Outcomes Framework (LOF), associated Learning and Assessment Programmes and related Training’. This is currently being implemented by the Directorate for Quality and Standards in Education (DQSE) within MEDE. The project also aims to train a number of trainers who will support the implementation of the LOF in schools. This will help in achieving a paradigm shift away from a prescriptive curriculum towards a framework based on learning outcomes which allows for internal flexibility that facilitates lifelong learning. It will also lead to a shift from stand-alone subjects to learning areas that form the entitlement for all learners.
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁷ to share the results of research and examples of good practices in ESD ²⁸ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	There is no formal national support for dissemination of research. However, local research is disseminated through international peer reviewed journals. Examples of good practices in ESD are disseminated through the EkoSkola Network Newsletter and the Dinja Wahda newsletter..
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
<i>Concluding remarks on issue 5</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i>

²⁶ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁷ E.g., conferences, summer schools, journals, periodicals, networks.

²⁸ E.g., the “participatory approach”; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

	<p>– <i>Which actions/initiatives have been particularly successful and why?</i> Local under/postgraduate research ESD and examples of good ESD practices (particularly in primary and secondary schools) are increasing steadily. This increased interest in ESD research stems from adequate support provided by CEER. The good practices in schools through the ESD related programmes are made possible by the support provided by MEDE.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> Because ESD's importance in the curriculum has just been recently acknowledged, the development and dissemination of ESD research was sporadic and very often dependent on the initiative of academic staff at CEER.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> The dissemination of ESD research will be a priority area for the National Council for ESD. The new upcoming role of Education Officer (ESD) within MEDE will also liaise with CEER to develop the right mechanism to generate and disseminate ESD/SD related research.</p>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ²⁹ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	MEDE cooperates with FEE (Foundation for Environmental Education) through its support of the EkoSkola programme. The Ministry for Gozo/ Eco-Gozo project cooperates with MEDIES (Mediterranean Education Initiatives for Environment and Sustainability) - an international ESD network.
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Nature Trust Malta (the NGO coordinating <i>EkoSkola</i>) is a privileged partner of the World Wide Fund for Nature (WWF), Youth and Environment Europe (YEE); and Global Water Partnership (Mediterranean) of which the Eco-Gozo project is also an international partner. CEER and MEDE are members within the WEEC Network. Malta (through MSDEC) is a member of the Mediterranean Commission on Sustainable Development (MCSD).
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?

²⁹ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Apart from this UNECE initiative, Malta is party to a number of conventions which include an ESD Component. As an EU Member, Malta implements the obligations set in the Aarhus Convention. The Aarhus Convention was transposed into Maltese Law by Legal Notice 116 of the 19th April 2005 as the Environment Protection Act (CAP. 435). The Malta Environment & Planning Authority (MEPA) and the Austrian Environment Agency (Umweltbundesamt) have compiled tailored guidelines on the rights and obligations related to the Aarhus Convention. These guidelines offer practical and tailored advice for the public to ensure that public authorities are accountable for environmental decisions.</p> <p>Malta is also a signatory of the EU Directive on Access to Environmental Information and a contracting party in the Bern Convention.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Malta is quite vociferous in issues related to SD and strives to participate in international ESD conferences and seminars on a regular basis. However the major challenge remains raising ESD at a higher priority level.
<i>Concluding remarks on issue 6</i>	<p>- <i>Which actions/ initiatives have been particularly successful and for which reason?</i></p> <p>The steady promotion of networking possibilities between educational institutions on the issue of ESD is gaining momentum. This has been mainly achieved through Comenius projects and the EkoSkola national and international school network. Malta has been at the forefront in the promotion of ESD research and development in international conferences mainly through the international network contacts of CEER.</p> <p>- <i>What challenges did your country encounter when implementing this objective?</i></p> <p>Malta's governmental representation in International meetings/conferences is mostly lacking.</p> <p>- <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>National governmental representation in major international ESD conferences is necessary to contribute to the international ESD debate and to facilitate national implementation at policy making fora and grassroot levels.</p>
<p>Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD</p>	
<p>The NCF specifically highlights the role of education programmes to support learners to develop into engaged citizens in constantly changing local, regional and global realities. In this context the NCF adopts an approach that fosters respect and promotion of Maltese culture and heritage while emphasising the importance for respect in diversity and values. Different learning areas within the curriculum provide students with opportunities to experience the national culture and heritage thus strengthening students' national identity. Respect for diversity is also achieved through specific learning areas, however this aim is also developed through cross curricular themes such as multicultural education and ESD.</p>	
<p>The heavy influx of immigrants is adding a new dimension to the promotion of indigenous knowledge. ESD initiatives need to address different ethnicities. Although some examples of good practice are available, this area is still in need of development.</p>	
<p>Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy</p>	

Although ESD is gradually but surely gaining importance in Malta, other priorities result in ESD having to compete for scarce human and financial resources. The primary challenge in the implementation of the Strategy lies in the setting up of the NCESD that will provide the adequate coordination infrastructure needed to support and develop the multiple efforts currently undertaken at a national level in the various sectors.

The target of full commitment by schools/educational institutions necessitates further development. The official recognition and provision of ESD in the NCF (2012) needs to be materialized in schools through adequate integration of the ESD school plan. The successful model presented by the EkoSkola programme can be further consolidated and extended. This approach can be further reinforced with the role of ESD support teachers sponsored by MEDE and the possible appointment of ESD coordinators in schools. Quality monitoring of ESD practice needs to be integrated within the process – this can be facilitated through the compilation of guidelines for ESD. The new role of Education Officer for ESD (within DQSE) can be pivotal in this regard.

The current project leading to the development of Learning Outcomes (as part of the Learning Outcomes Framework Project) related to different learning areas and different cross curricular themes including ESD, will assist the development of curricular resources/tools. However this development also demands adequate teacher training, for effective implementation. In this regards, consolidation of the co-operation between MEDE, the Faculty of Education and CEER is necessary.

The aspect of ESD within VET needs to be earnestly addressed. Currently SD/ESD themes feature primarily in green-job related courses within the main VET institution namely MCAST. However, this facet of ESD calls for major developments both on an international and national level. Effective liaison and coordination between ESD experts and VET policy makers is indispensable at this initial developmental stage.

The development of a National ESD Strategy will further sustain the implementation of the process outlined above and extend it to the non-formal and informal sectors.

Issue 9. Future implementation of Education for Sustainable Development

Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?

There are clear indications to further the support for ESD implementation. MEDE is investing in the inclusion of ESD in the curriculum as a cross curricular theme. Furthermore MEDE is strengthening the support and commitment available to the already existing ESD programmes in schools and beyond. The appointment of an Education Officer for ESD is another pledge towards the implementation of the ESD Strategy. MEDE is also committed to participate in international fora/conferences to keep updated with developments in the field and then embrace adequate practices on a national level.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. *(Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)*

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)			✓	✓	✓	✓	✓	✓	✓
Ethics and philosophy				✓	✓	✓	✓	✓	✓
Citizenship, democracy and governance	✓	✓	✓	✓	✓	✓	✓	✓	✓
Human rights (e.g., gender and racial and intergenerational equity)		✓	✓	✓	✓	✓	✓	✓	✓
Poverty alleviation				✓	✓	✓	✓	✓	✓
Cultural diversity	✓	✓	✓	✓	✓	✓	✓	✓	✓
Biological and landscape diversity	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental protection (waste management, etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ecological principles/ecosystem approach			✓	✓	✓	✓	✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Climate change		✓	✓	✓	✓	✓	✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Corporate social responsibility				✓	✓	✓	✓	✓	✓
Production and/or consumption patterns			✓	✓	✓	✓	✓	✓	✓
Economics				✓	✓	✓	✓	✓	✓
Rural/urban development			✓	✓	✓	✓	✓	✓	✓
Total	7	9	13	17	17	17	17	17	17
Other <i>(countries to add as many as needed)</i>									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³⁰/programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?							✓	✓	✓
	- understanding complexity/systemic thinking?							✓	✓	✓
	- overcoming obstacles/problem-solving?							✓	✓	✓
	- managing change/problem-setting?							✓	✓	✓
	- creative thinking/future-oriented thinking?							✓	✓	✓
	- understanding interrelationships across disciplines/holistic approach?							✓	✓	✓
	Total							6	6	6
- other (countries to add as many as needed)?										
-										
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?							✓	✓	✓
	- decision-making, including in situations of uncertainty?							✓	✓	✓
	- dealing with crises and risks?							✓	✓	✓
	- acting responsibly?							✓	✓	✓
	- acting with self-respect?							✓	✓	✓
	- acting with determination?							✓	✓	✓
	Total							6	6	6
- other (countries to add as many as needed)?										

³⁰

At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?							✓	✓	✓
	- self-expression and communication?							✓	✓	✓
	- coping under stress?							✓	✓	✓
	- ability to identify and clarify values (<i>for phase III</i>)?							✓	✓	✓
	Total							4	4	4
	- other (<i>countries to add as many as needed</i>)?									
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?							✓	✓	✓
	- acting with respect for others?							✓	✓	✓
	- identifying stakeholders and their interests?							✓	✓	✓
	- collaboration/team working?							✓	✓	✓
	- participation in democratic decision-making?							✓	✓	✓
	- negotiation and consensus-building?							✓	✓	✓
	- distributing responsibilities (subsidiarity)?							✓	✓	✓
	Total							7	7	7
	- other (<i>countries to add as many as needed</i>)?									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions		✓	✓	✓	✓	✓	✓	✓	✓
Conceptual and perceptual mapping			✓	✓	✓	✓	✓	✓	✓
Philosophical inquiry			✓	✓	✓	✓	✓	✓	✓
Value clarification			✓	✓	✓	✓	✓	✓	✓
Simulations; role playing; games	✓	✓	✓	✓	✓	✓	✓		
Scenarios; modelling			✓	✓	✓	✓	✓	✓	✓
Information and communication technology (ICT)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Surveys				✓	✓	✓	✓	✓	✓
Case studies					✓	✓	✓	✓	✓
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learner-driven projects	✓	✓	✓	✓	✓	✓	✓	✓	✓
Good practice analyses						✓	✓	✓	✓
Workplace experience					✓	✓	✓	✓	✓
Problem-solving				✓	✓	✓	✓	✓	✓
Total	4	5	8	11	13	14	14	13	13
Other (countries to add as many as needed)									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

^a Please refer to paragraph 33(e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)*

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	✓
Local government	✓	✓	✓
Organized labour	✓	✓	✓
Private sector	✓	✓	✓
Community-based		✓	✓
Faith-based	✓	✓	✓
Media	✓	✓	✓
Total	6	7	7
Other (<i>countries to add as many as needed</i>)			

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	✓	✓	✓	✓	✓
Local government	✓	✓	✓	✓	✓
Organized labour	✓			✓	✓
Private sector	✓			✓	
Community-based	✓				✓
Faith-based	✓	✓	✓	✓	✓
Media	✓				✓
Total	7	3	3	5	6
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 35 ticks; “other” not counted) is:

No. of ticks	0–5	6–11	12–17	18–23	24–29	30–35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

Since ESD is not a mandatory component in all the initial teacher training courses, the in-service training of teachers and the training for educational leaders/administrators, this data is not available. However, a rough (but safe) estimation of individuals receiving formal training in ESD would be: Initial: 70%; In-Service: 40%; Leaders/administrators: 10%

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																		
	Educators												Leaders/administrators ^b						
	Initial ^c						In service ^d						In service ^e						
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	
0.																			
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
Non-formal																			
Informal																			

^a Training is understood to include at least one day (a minimum of five contact hours).

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

^d Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

^e Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed